

SOUTHEAST MIDDLE

731 Horrel Hill Rd.
Hopkins, South Carolina 29061

GRADES 6-8 Middle School

ENROLLMENT 750 Students

PRINCIPAL Jeannetta W, Scott 803-695-5700

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	26	21	1

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004	Below Average	Below Average	No

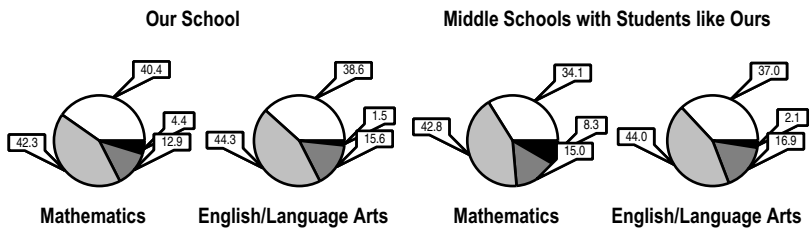
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	724	99.7	38.0	44.4	15.8	1.8	24.8	Yes	Yes
Gender									
Male	355	100.0	46.2	41.0	10.7	2.1	20.8		
Female	369	99.5	30.3	47.7	20.5	1.4	28.6		
Racial/Ethnic Group									
White	145	100.0	30.9	49.3	15.4	4.4	31.6	Yes	Yes
African-American	564	99.7	40.4	43.1	15.6	0.9	22.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	11.1	55.6	33.3	0.0	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	628	99.8	36.0	45.4	17.0	1.7	26.7		
Disabled	96	99.0	51.7	38.2	7.9	2.2	12.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	724	99.7	38.0	44.4	15.8	1.8	24.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	724	99.7	38.0	44.4	15.8	1.8	24.8		
Socio-Economic Status									
Subsidized meals	491	99.6	43.1	42.4	13.6	0.9	20.0	Yes	Yes
Full-pay meals	231	100.0	27.5	48.6	20.2	3.7	34.9		

Mathematics - State Performance Objective = 15.5%									
All Students	724	99.7	39.8	42.8	12.9	4.5	26.2	Yes	Yes
Gender									
Male	355	100.0	42.8	41.0	11.6	4.6	23.2		
Female	369	99.5	37.0	44.5	14.2	4.3	28.9		
Racial/Ethnic Group									
White	145	100.0	30.9	40.4	19.1	9.6	39.7	Yes	Yes
African American	564	99.7	42.9	43.1	10.8	3.2	21.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	0.0	66.7	33.3	0.0	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	628	99.8	36.8	44.0	14.2	5.0	29.1		
Disabled	96	99.0	59.6	34.8	4.5	1.1	6.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	724	99.7	39.8	42.8	12.9	4.5	26.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	724	99.7	39.8	42.8	12.9	4.5	26.2		
Socio-Economic Status									
Subsidized meals	491	99.6	45.5	40.9	11.0	2.6	20.9	Yes	Yes
Full-pay meals	231	100.0	28.0	46.8	17.0	8.3	37.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	272	99.6	40.8	40.0	17.7	1.5	19.2
	Grade 7	251	99.6	43.7	40.6	15.3	0.4	15.7
	Grade 8	279	97.5	49.0	43.6	6.9	0.4	7.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	232	99.6	43.4	37.9	16.4	2.3	18.7
	Grade 7	259	99.6	33.3	49.8	16.5	0.4	16.9
	Grade 8	234	100.0	37.6	48.0	12.2	2.2	14.4

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	272	100.0	39.0	41.3	15.4	4.2	19.7
	Grade 7	251	100.0	55.7	32.2	7.4	4.8	12.2
	Grade 8	279	99.6	47.4	42.1	9.4	1.1	10.5
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	232	99.6	37.9	36.1	18.7	7.3	26.0
	Grade 7	259	99.6	36.9	47.0	12.9	3.2	16.1
	Grade 8	234	100.0	45.0	45.4	7.0	2.6	9.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 750)				
Students enrolled in high school credit courses (grades 7 & 8)	60.4%	Up from 30.9%	12.4%	14.6%
Retention rate	4.2%	Up from 2.3%	4.0%	3.0%
Attendance rate	96.3%	Up from 96.1%	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.5%		6.9%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.7%		6.6%	5.3%
Eligible for gifted and talented	18.6%	Up from 16.2%	12.2%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.8%	Down from 14.2%	15.1%	13.9%
Older than usual for grade	4.8%	Up from 4.6%	5.4%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 59)				
Teachers with advanced degrees	45.8%	No change	48.8%	48.7%
Continuing contract teachers	74.6%	Up from 62.7%	81.6%	81.7%
Highly qualified teachers**	84.3%	N/A	91.0%	90.4%
Teachers with emergency or provisional certificates	10.2%		4.7%	5.3%
Teachers returning from previous year	86.1%	Up from 84.3%	83.4%	85.1%
Teacher attendance rate	93.4%	Down from 93.6%	94.9%	94.8%
Average teacher salary	\$38,557	Up 3.3%	\$39,220	\$40,566
Prof. development days/teacher	7.5 days	Down from 8.6 days	10.2 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	3.3
Student-teacher ratio in core subjects	17.9 to 1	No change	21.1 to 1	21.3 to 1
Prime instructional time	88.2%	Up from 87.9%	89.4%	89.3%
Dollars spent per pupil*	\$6,837	Up 2.1%	\$5,549	\$5,821
Percent of expenditures for teacher salaries*	57.8%	Down from 58.6%	62.3%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	97.7%	Up from 91.1%	95.6%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	91.3%		92.0%	
Highly qualified teachers in high poverty schools**	90.3%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Each year, Southeast Middle School has made significant progress in the area of student achievement. Our dedicated faculty believes in the Principles of Learning and using innovative practices to help students master the South Carolina Curriculum Standards.

On the math portion of the Palmetto Achievement Challenge Test, our students made the second highest gains of the middle schools in our district with an increase of 7% in the basic category and 4% in the proficient/advanced categories. The number of Middle School Scholars/South Carolina Junior Scholars increased from 5 in 2002 to 16 in 2003.

Our school is the recipient of over \$150,000.00 in grants. We have received numerous awards and honors including Exemplary Writing Program, Flagship School of Promise, and First Place District Art Winner.

Through the efforts of a hard-working faculty and staff, School Improvement Council (SIC) and Parent Teacher Organization (PTO), gains in student achievement are expected to continue.

Some of the challenges that we continue to face include building teaching and learning capacity that results in increased student achievement while maintaining a nurturing environment. We are committed to exploring other options that will help us gain more parental and community involvement.

Jeannetta W. Scott, Principal, Southeast Middle School

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	62	144	104
Percent satisfied with learning environment	80.3%	66.4%	79.2%
Percent satisfied with social and physical environment	96.8%	68.7%	74.8%
Percent satisfied with home-school relations	51.7%	85.7%	48.5%

*Only students at the highest middle school grade level at this school and their parents were included.